

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

11	Elementary schools (includes K-8)
2	Middle/Junior high schools
1	High schools
0	K-12 schools
14	TOTAL

2. District Per Pupil Expenditure: 9156

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	14	8	22	6			0
K	23	27	50	7			0
1	23	27	50	8			0
2	20	16	36	9			0
3	21	14	35	10			0
4	24	8	32	11			0
5	23	18	41	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							266

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
 1 % Asian
 2 % Black or African American
 28 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 68 % White
 0 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 19 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	50
(4)	Total number of students in the school as of October 1.	265
(5)	Total transferred students in row (3) divided by total students in row (4).	0.189
(6)	Amount in row (5) multiplied by 100.	18.868

8. Limited English proficient students in the school: 17 %

Total number limited English proficient 46

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 68 %

Total number students who qualify: 180

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 43

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>8</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>1</u>
Special resource teachers/specialists	<u>8</u>	<u>3</u>
Paraprofessionals	<u>10</u>	<u>4</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>38</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	95%	94%	94%
Daily teacher attendance	84%	83%	80%	82%	81%
Teacher turnover rate	4%	4%	4%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Prior to the 2007-2008 school year, student attendance was hard to get a handle on, keeping attendance documented properly and communicating with families the importance of being at school. Beginning in the 2007-2008 school year, the school began to take a “harder stance” on student daily attendance. This was a collective effort (with social workers being added through a grant, and a full-time counselor available). Now weekly meetings are held between the principal, social worker, and counselor, and concerns are addressed, including attendance. Letters are generated and sent home to families, addressing attendance issues. This approach has helped keep families more accountable to getting their children to school on a regular basis.

Concerning teacher attendance, those figures include not only absences due to illness, but also when teachers are out of the building for workshops, conferences, and curriculum work at the school district or building’s request.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

An overall snapshot of Bryant Elementary would first begin with our mission. We, as a school staff, believe we nurture, educate, and inspire our students.

Our school year begins with our traditional open house and school-wide picnic at the park. This traditional picnic brings the Bryant alumni, parents, and staff together to enjoy and to catch up on news.

Bryant is a school that serves generations. Bryant also has many migrating students that have attended several schools in their short school life. High levels of free and reduced lunch students (74%) shows our level of families facing poverty. Due to the poverty level, dysfunctional families, and a high percentage of special education students, our at-risk student number is quite high. Due to number of at-risk students, we have a half time social worker and two public counselors who meet with students at school.

One of our strengths is our staff. This unique staff is a very proactive, creative, and collaborative thinking staff. We kept the test data as our driving force in making needed changes to deal with our student demographics. After viewing the data, the staff pushed for an all day kindergarten. This was the first in the Kearney Public District. Another need was a program to help students' development of acceptable behavior among staff and peers. Our building houses the district's PSD program (Personal Social Development).

Reorganizing how we used our specialists and taught guided reading was viewed as a needed change. Using research as our guide, we developed Blitz. Our goal is to have each student in a similar reading level group. This group has a staff member and no more than 6 students. Our Title I program has implemented RtI during this Blitz time. Data has shown that our overall test scores did increase. Currently we have just added an after school reading program, Read Naturally. Kearney County Learning Community (KCLC), a before and after school program, help students with homework in all academics.

After receiving the Nebraska School Improvement Grant (NSIG), we created the Bryant Leadership Team (B-Team). This group later evolved into Positive Behavior in School, (PBIS), which implemented our building rules: be safe, be respectful, and be responsible. The group also worked on acquiring the grant that funded our whole staff training of Quantum Learning. Several summers were spent attending a week-long training. It was very helpful having a whole school approach to teach the expectations to our students. We also implemented The Eight Keys of Excellence as a character education program. The language or vocabulary carries throughout the building. Our building uses these rules and keys for rewards of our motivational program. Bulldog tickets are given. These tickets are then used to "buy" materials from our Bryant Mart. The carbon tickets are used for drawings of prizes at the monthly assemblies. These monthly assemblies recognize students who have been chosen as an outstanding Key student. Since our mascot is a bulldog, we have a traveling bulldog, Buster, who visits classrooms that show outstanding evidence of following these rules.

One of the ways we are unique is our volunteerism. Our community and staff have provided holiday dinners and Christmas gifts for our needy families. Our staff also found a need to beautify our grounds. The staff donated their time and money to make these changes. We added signage, a patio with tables, raised vegetable bed, flower gardens, and a fountain. Students have taken ownership by helping keep these improvements weed and trash free.

Bryant is a very unique school that deserves this award by the amount of work, time, and caring that is given by so many.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Nebraska is using an assessment system with four performance levels: advanced, proficient, progressing, and beginning. Students who score at the advanced and proficient levels are considered to be "meeting the standard". Students who score at the progressing and beginning levels are considered as "NOT meeting the standard". Additional information on the state assessment system may be found at the following web address: <http://www.nde.state.ne.us/assessment/index.html>

Prior to 2007-2008 school year, Kearney Public Schools operated under Nebraska's Stars Assessment program. Through an agreement with U.S. Secretary of Education Rod Paige, school systems met annual yearly progress through district level assessments created and administered by teachers. Although there were limits to this assessment scheme, for example, difficulty in drawing conclusions across school systems, there were advantages for schools new to accountability through testing. In the STARS era, teachers learned from the ground up about designing tests to measure student achievement of state standards. They learned to teach, test, reteach, and retest in an effort to bring each child up to standard. Many of these local assessments are still in place in our district and in our school. Data generated through STARS helped teachers assess their own effectiveness in presenting materials, based on student performance. This direct feedback caused teachers to rethink their practice and adopt strategies known to improve student achievement. Thus, a culture of accountability determined by student achievement took root throughout our school.

Beginning in 2007-2008, Nebraska also adopted a state-wide test that generates normative scores about individual students, schools, and districts. It gives teachers and administrators a clear and concise indication of Bryant's success in bringing all students, including subgroups of students, in line with standard expectations. And, wow! The work teachers did in previous years to adopt a culture of accountability measured by student performance paid off! Between 2007-08 and 2008-09, Bryant students in third, fourth, and fifth grade showed marked improvement in reading and math. Subgroups, including Hispanic, English Language Learners, and Special Education students, also showed marked improvement across the board.

There is a significant gain between the school years 2007-2008 and 2008-2009, in all areas and subgroups (except a 1% drop in 4th grade math, largest subgroup). This gain can be seen both between years and between grade levels. Although other data has been recorded, the requirement to report 3rd-5th grade scores in reading/math began in 2007-2008, so not all data or information is recorded or able to be found. Therefore, most of the analysis will be based between the 2007-2008 and 2008-2009 school years.

There was a significant number of behavior issues in the 2007-2008 school year, the first year I started as principal of Bryant Elementary. We formed a leadership team to analyze the behavior data and decide on a school-wide discipline plan. We revamped our office referral form to include those behaviors that disrupt the learning environment and take away the ability of the teacher to teach without disruptions. We generated new "Bulldog" tickets to recognize positive behavior in students that we wanted to reinforce. We also met as a staff early in the year and had a serious discussion about AYP and how we were on a path to becoming a NOT MET school if something didn't change. We committed again to setting high expectations for our students to hold them accountable to those expectations.

2. Using Assessment Results:

We continually work to develop and refine instruction that is driven by student performance on criteria-referenced and standardized tests, as well as daily performance. We organize Whole Faculty Study Groups around student needs as identified by district assessments, state and national tests, and formative measures, e.g., DIBELS. Through these groups we identify, implement, and evaluate promising instructional strategies that will improve student performance.

We struggled with improving student performance school-wide on identifying main idea in text (ITBS results). The entire faculty agreed to focus on identifying main idea in a passage. A “Whole Faculty Study Group” formed around this comprehension skill to identify and test effective strategies for teaching and learning main idea. Current student performance in main idea is improving on state and national tests.

We observed that student performance on standardized tests was unacceptable in the area of math computation. A WFSG formed to study and implement tools for improving computation, including computerized programs. Through our relationship with University of Nebraska/Kearney math education program, we learned that number sense makes a firm foundation for learning and remembering math facts. Therefore, we work to improve number sense and problem solving, as well as computation and accuracy.

In order to better monitor and intervene for student progress in reading, we implemented the Response to Intervention (RTI) program four years ago. Every classroom teacher and support teacher is involved in a comprehensive, preventive problem solving approach to identify, monitor, and serve students who need intensive and individual services to be successful.

We now utilize a computerized progressive test, Measures of Academic Achievement (MAP Tests), in fall, winter, and spring, to track individual and group academic progress. Through MAP, we identify strengths and areas of need and help students set goals for improvement.

3. Communicating Assessment Results:

One of Bryant’s top priorities is effectively sharing student performance and assessment data with its students, parents, and community. Teachers use assessment data to set goals for and with students. Teachers use graphs to show students their progress with the DIBELS assessment. In the past our students took the Iowa Test of Basic Skills (ITBS). During this process our counselor discussed the assessment with the students as part of her guidance lesson. She taught the importance of the results and asked students to highlight their scores. She had a unique way of showing the students gains and losses which then helped them set learning goals. We share assessment data with students in a variety of ways.

Discussing assessment data with parents is easily accomplished during parent teacher conferences in the fall and spring. At conferences we take time to discuss the results of assessments with parents. We compare fall and spring scores for the MAP (Measures of Academic Progress) assessment. Reading specialists monitor and track student progress of underachieving students every week or every other week. They have a lot of helpful data to share with parents at conferences. In the spring, every grade level completes a district wide writing prompt and the score of that assessment is used as their 4th quarter grade. We keep parents up to date on standards, the importance of assessment, and results.

Sharing data with the community is of upmost importance to us. We like the community to see and understand our challenges and accomplishments as a “Met AYP” school. Every year the newspaper publishes names of Nebraska “Met” school districts and schools. We also share assessment data and information on our Kearney Public Schools and Bryant website. We take pride in our school and its accomplishments; we enjoy sharing our assessment data with the community.

4. Sharing Success:

Bryant Elementary is a school filled with dedicated teachers and staff who go out of their way to develop and ensure the many successes they share with their students, families and community. When you first walk in the school, you are greeted by the Bryant banner exclaiming we are a school of excellence and an invitation to the public to take on the challenge of making success a reality. As a school we strive to achieve our mission; to nurture, educate and inspire. We capture these three by focusing on what really matters; student achievement and family/community connection.

As a school, we share our success by communicating and consulting with other schools in the district. Monthly meetings allow staff to discuss different strategies and teaching practices that result in proficiency and positive relationships for our students. Our principal meets with district administrators to discuss the many ways staff and students are succeeding in and out of their classrooms. Each teacher works diligently to share success stories with students' families on the Bryant website and monthly newsletters. Electronic communication facilitates the recognition of a child's hard work, dedication, and success. Awards and achievements are also posted on the district-wide website to showcase what is effectively working at Bryant Elementary.

Bryant Elementary not only strives to succeed with communication within the school setting, but we also reach out to the local community for partnership and involvement. The community plays a vital role in helping us reach our goals. To name a few, we partner with the University of Nebraska at Kearney and Kiwanis to further our educational goals. Numerous inspiring moments have been captured by the local newspaper, television station and radio stations broadcast Bryant's successes. If we were to win the Blue Ribbon Award, our victory would allow us to show the community how unique and exceptional our Bryant students truly are each and every day.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The core curriculum areas of the school include reading, language arts, and math. Other areas of curriculum include science, social studies, physical education, music, art, and guidance.

Reading instruction is delivered daily through a special format we call “Blitz.” It is called “Blitz” because we break down the day into hour chunks and make sure each grade level gets the help they need for that hour each day. During that time, the Special Education teachers, paraprofessionals, Title I reading teachers, English Language Learner teacher, and higher-ability teacher, all work with a group of students on a common themed story written at a level appropriate for the group. This is a good example of how we approach differentiated instruction within our building. We “Blitz” using the support teachers throughout the grade levels each day, giving students the proper care and attention they need. Another positive aspect of this approach is how well it incorporates the new reading series that our district recently purchased. (It’s stories are written on four different levels: one for SPED, one for whole group, and one for ELL, and it also has a higher ability component added in as well.) This ensures that as stories are being read in each grade level, all students are able to read a similar story on their level, as well as learn new vocabulary words together.

Language instruction covers grammar, spelling and writing. The core is writing. The district writing assessment and fourth grade state assessment are given every spring. Many of the skills needed to be a proficient writer (including grammar and spelling) are infused within writing instruction. Many teachers use poetry, journaling, narratives, and descriptive writings to teach these concepts.

Math instruction may start out with direct instruction of the whole group. However, assignments and activities for guided and independent practice are modified to meet student readiness levels. Standard deviation scores from standardized assessments indicate that the range in our classes is too large for whole group instruction to be effective. Therefore, we are continuing to focus our attention on differentiating our instruction to better meet the needs of all students.

Science instruction takes a mostly hands-on approach with the students, allowing them time to form hypothesis and conduct experiments. Science is also a time when many of our students exercise multiple intelligences and find success using other modalities of their brain.

Interwoven throughout all of the curriculum and instruction is our commitment to use Quantum Learning strategies. The Bryant staff received a Nebraska State Improvement Grant and turned its focus on inundating the school with a brain-researched approach to instruction. This has revitalized many of our instructional techniques, including ways to reach students through music, hand movements, visually, auditorally, and kinesthetically. Teachers have found this new approach to teaching makes happier, more engaged students. Quantum Learning provides many instructional techniques to engage the total child and a common vocabulary for all staff. Bryant Elementary served as a learning lab for Quantum in Kearney and the model spread like wildfire throughout the district. Quantum training is currently offered each year to any new teachers within Kearney Public Schools.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Bryant's reading curriculum has three important components: research-based instruction, assessments to check student progress, and a team approach to decision-making. All students receive whole class instruction through our basal program. Then students work in small groups with their classroom teacher, a specialist, or a paraprofessional in a unique approach called Blitz. Our reading blitz is scheduled throughout the day so students in each grade receive small group or individualized assistance.

The Blitz concept was developed because many Bryant students are affected poverty and related challenges. Many students come to school with limited background experiences and many social, developmental, and academic needs. Staff members brainstormed on how best help our children achieve greater growth in reading. They felt the best way to help our children was to provide guided instruction to small groups with similar needs. In blitz students work at their instructional level to learn skills and strategies and read appropriate leveled books.

Our professional development meetings on differentiated instruction have provided the teaching staff with additional techniques to motivate students and deepen their understanding of reading. Bryant's Reading Closet gives teachers access to multiple copies of books at a wide range of reading levels and different genres. TRI (Targeted Reading Intervention) techniques provide kindergarten and first grade teachers with a structure to help at-risk students.

Response to Intervention (RtI) is the structure utilized at Bryant that organizes data collection and provides for collaboration and different interventions. At-risk students are monitored for progress weekly to determine if current reading methods are effective. Teachers meet quarterly to collaborate with colleagues and discuss students' classroom performance, assessment results on district measures, as well as assessment through RtI. Then decisions are made to either continue or to change present programming. Discussion among staff members plays an integral role in reading instruction on both a weekly basis (where our instruction is focused on the same skills and strategies) as well as a more intense look at individual students on a quarterly basis. Bryant's goal is to provide students with a well-structured and well-sequenced reading program which is diversified to meet individual needs.

3. Additional Curriculum Area:

Bryant Staff members participate in many facets of technology relating to essential skills and knowledge that is based on our school's mission.

Utilizing technology in our classrooms, we are able to strengthen our curriculum using Smartboards, document cameras, digital cameras, and a mobile lab with laptops. Media classes for kindergarten through 5th grade, 30 minutes per week, also afford time to enhance our curriculum with activities such as current events and Type to Learn. The Nebraska Golden Sower Reading Program enables our students to integrate literature with technology. Through our Educational Service Unit we are able to access ODIE to use Power Media to download educational videos.

A curriculum/technology parallel also helps our staff focus on individual student needs. The assessment tools we currently use are: NWEA (NorthWest Evaluation Association) test results, Maps (Measure Academic Progress) testing, NeSA-R (Nebraska State Accountability-Reading), and NeSA-M (Math). Researching results from these assessments helps our staff focus on weaknesses that may show up, and attend to small groups or individual student needs. Test results also support our efforts to differentiate the curriculum to reach all learners.

Using technology, we are able to effectively communicate with parents and the community. The Bryant Elementary web page contains the current months newsletter, lunch and breakfast menus, announcements, and upcoming events. Individual classroom web pages are another way Bryant teachers communicate with parents. Sharing educational websites, student work, assignments, and classroom news keeps parents informed.

We recently implemented the “Read Naturally” as an after-school program at Bryant for struggling readers. A placement test is first given to help students set goals for fluency and comprehension. Small groups of students are monitored while reading non-fiction selections on computers.

We use Power Teacher to record report cards on a quarterly basis. STARS assessments are also reported via Power Teacher recording. Third, fourth, and fifth grade teachers have the option of using Web Book to record daily grades which are imported onto the report cards at the end of each quarter.

Training is offered for I-Tunes, I-Photo, e-mail, educational websites, and virtual fieldtrips. After-school classes are open to those who are interested in learning how technology can enhance and support the curriculum. As we move toward becoming a part of 21st Century Learning, our media specialist provides opportunities for all staff members to become more knowledgeable about technology.

4. Instructional Methods:

We utilize differentiated instruction throughout the curriculum, in every classroom. Classroom teachers and support and special subject staff execute lessons that differentiate by student learning preference, modality, interest, and readiness. We share lessons in monthly Whole Faculty Study Groups and at faculty meetings, receiving feedback and suggestions for improvement.

We have a number of staff in special support areas: special education, English language learners, high achievers, and Title I Reading. We determine each student’s initial achievement level in reading early in the year. Through an extensive and detailed collaborative process, involving the school psychologist who chairs the meeting, support staff, teachers, principal, social worker, and guidance counselor, each student is discussed. Next, each student is assigned to receive reading instruction one-on-one or small group with the classroom teacher or support professional, utilizing best practices for meeting that student's identified needs. Students performing below grade level are enrolled in weekly or biweekly schedules for monitoring progress, using the DIBELS and other assessment tools. Collaboration teams meet quarterly to assess individual student progress and identify changes needed in instructional methods, materials, placement and services. Staff also meets student needs by utilizing the multi-level dimensions of our basal reading and math programs. We use assessment and intervention plans within our math program for reteaching, and providing more practice or challenge work. Teachers modify the sequenced, delineated plans and materials within the reading program to work effectively with readers who are approaching level, on level, or beyond level. They draw from a leveled book room and classroom collections to insure that students are reading “just right” books that interest them. Some students receive additional support in math, as well, with specialists going into the classrooms during the math period or providing temporary pull out classes for focused math instruction based on need.

5. Professional Development:

The staff at Bryant Elementary embrace staff development opportunities that support student achievement. These opportunities include, but are not limited to, Nebraska School Improvement Grant (NSIG), Positive Behavior in Schools (PBiS), Quantum Learning (QL), Targeted Reading Intervention from University of North Carolina, studies concerning poverty, and research on unique learning challenges.

We trained under NSIG for three consecutive years and are currently involved with the PBiS initiative. It is a team approach to bringing positive discipline, academic success, and common language to our school in a proactive manner. A team comprised of certified and classified staff members, parents, and a social worker set behavior and academic goals, and meets monthly to address any further school or individual needs.

Through grant funding, our staff participated in Quantum Learning workshops held over a three-year time span. We were also able to offer a weeklong Quantum Learning experience at our school, for fourth and fifth grade students. Through QL, teachers learned new ways to introduce and practice concepts, making content more meaningful and relevant to students' lives. Discovering and practicing ways to engage and energize our students, we hope to develop life-long learners who are responsible for their own education. Quantum Learning also placed value on school-wide expectations to follow the "8 Keys of Excellence." Incorporating QL's Five Tenets of Learning has encouraged us to focus on classroom environment, purposeful instruction, connecting information to existing schema, and acknowledging and celebrating learning as well as effort.

Our staff studied *A Framework for Understanding Poverty* by Ruby Payne. The purpose of our discussions was to assist with understanding the hidden rules of poverty and increase our effectiveness in working with people from all socioeconomic backgrounds.

Bryant teachers also had the opportunity to participate in a book study to help address concerns for students with Asperger Syndrome, ADD/ADHD, OCD, and associated exceptionalities. The book *Individual Classroom Plan* by Jack Southwick was studied.

6. School Leadership:

The leadership role of the principal is threefold: 1) instructional leader for the staff (guiding them through the supervision/evaluation model and leading them toward becoming distinguished teachers), 2) relationship builder (making sure all the staff feel valued, including all teachers, paraprofessionals, custodians, cooks, etc), and 3) cheerleader (encouraging the staff, both during the good days and the challenging days).

The leadership structure of the school is based on the philosophy that although there is one person that is ultimately in charge of making decisions and leading the school, there are many people involved in the process.

An example of leadership in the building is the development of a PBiS group that consists of classified, certified, and administrative staff. This group meets monthly to talk about the social and emotional well being of our students, as well as tracking behavioral data to decide if our current intervention strategies are working. This group makes decisions about school-wide disciplines and incentive programs that help to serve all students and staff.

Another example of shared leadership in our building is the make-up of our Differentiated Instruction Cadre. This team consists of a first grade, third grade, fifth grade teacher, and the administrator. Eight staff development days are set aside for Kearney Public Schools, and during each one of those days, time is set aside for the DI Cadre to teach and train staff on new approaches and strategies to differentiated instruction.

On the academic side, each quarter, collaboration meetings are held. These meetings include the principal, counselor, social worker, SPED teachers, school psychologist, Title I reading teachers, ELL teacher, higher-ability learning teacher, and classroom teachers. During this time, we look at academic data, growth, and progress monitoring results to determine if the needs of the child are being met properly. We discuss the behavior of the child and also the home situation to see if it has changed within the past few months. We also make sure we are following the proper procedures and guidelines with each special education child. Collectively, we make decisions on how to proceed with the student and what strategies might best ensure

success for them, not only academic but social and emotional success as well. It is through collaboration meetings such as these that relationships among the staff are strengthened. Thus, we become better able to work together as a team.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: STARS

Edition/Publication Year: 1st edition

Publisher: Kearney Public Schools

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	95	72	79	0	0
% Advanced	0	5	0	0	0
Number of students tested	38	39	33	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	100	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	72	77	0	0
% Advanced	0	7	0	0	0
Number of students tested	24	29	26	0	0
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	75	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	12	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	93	68	86	0	0
% Advanced	0	0	0	0	0
Number of students tested	28	25	21	0	0

Notes:

Requirement to report 3rd grade scores in reading/math began in 2007-2008, so not all data or information is recorded or able to be found.

Subject: Reading

Grade: 3

Test: STARS

Edition/Publication Year: 1st edition

Publisher: Kearney Public Schools

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	90	94	0	0
% Advanced	11	5	0	0	0
Number of students tested	38	39	33	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	100	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	93	92	0	0
% Advanced	13	7	0	0	0
Number of students tested	24	29	26	0	0
2. African American Students					
% Proficient plus % Advanced	0			0	0
% Advanced	0				
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced		92		0	0
% Advanced		0			
Number of students tested		12			
4. Special Education Students					
% Proficient plus % Advanced				0	0
% Advanced					
Number of students tested					0
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	88	95	0	0
% Advanced	11	4	0	0	0
Number of students tested	28	25	21	0	0

Notes:

Requirement to report 3rd grade scores in reading/math began in 2007-2008, so not all data or information is recorded or able to be found.

Subject: Mathematics

Grade: 4

Test: STARS

Edition/Publication Year: 1st edition

Publisher: Kearney Public Schools

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	98	96	82	93	91
% Advanced	34	44	0	0	0
Number of students tested	41	50	34	30	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	100	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	95	81	84	0
% Advanced	37	41	0	0	0
Number of students tested	27	44	27	19	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	92			0
% Advanced	0	0			
Number of students tested	11	12			
4. Special Education Students					
% Proficient plus % Advanced		86	70		
% Advanced		21	0		
Number of students tested		14	10		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	97	81	80	0
% Advanced	32	51	0	0	0
Number of students tested	28	35	26	20	0

Notes:

The data system that we were using from 2004 - 2007 didn't collect the requested information; therefore, we are unable to provide prior years worth of data. The data system is inaccessible. Once we started using PowerSchool in 2007-2008 school year, that information could be collected. Only a few items from past years could be extracted.

Subject: Reading

Grade: 4

Test: STARS

Edition/Publication Year: 1st edition

Publisher: Kearney Public Schools

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	98	93	79	83	88
% Advanced	66	67	0	0	0
Number of students tested	41	46	34	30	32
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	100	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	93	81	84	0
% Advanced	67	66	0	0	0
Number of students tested	27	41	27	19	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	91			
% Advanced	0	0			
Number of students tested	11	11			
4. Special Education Students					
% Proficient plus % Advanced		79	70		
% Advanced		36	0		
Number of students tested		14	10		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	94	81	80	0
% Advanced	64	70	0	0	0
Number of students tested	28	33	26	20	0

Notes:

The data system that we were using from 2004 - 2007 didn't collect the requested information; therefore, we are unable to provide prior years worth of data. The data system is inaccessible. Once we started using PowerSchool in 2007-2008 school year, that information could be collected. Only a few items from past years could be extracted.

Subject: Mathematics

Grade: 5

Test: STARS

Edition/Publication Year: 1st edition

Publisher: Kearney Public Schools

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	97	75	0	0	0
% Advanced	46	31	0	0	0
Number of students tested	39	32	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	97	73	0	0	0
% Advanced	47	23	0	0	0
Number of students tested	34	26	0	0	0
2. African American Students					
% Proficient plus % Advanced			0	0	0
% Advanced			0	0	
Number of students tested			0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced		80	0	0	0
% Advanced		0	0	0	0
Number of students tested		10	0	0	0
4. Special Education Students					
% Proficient plus % Advanced			0	0	0
% Advanced			0	0	0
Number of students tested			0	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced			0	0	0
% Advanced			0	0	0
Number of students tested			0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	74	0	0	0
% Advanced	43	37	0	0	0
Number of students tested	28	19	0	0	0

Notes:

Requirement to report 5th grade scores in reading/math began in 2007-2008, so not all data or information is recorded or able to be found.

Subject: Reading

Grade: 5

Test: STARS

Edition/Publication Year: 1st edition

Publisher: Kearney Public Schools

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	97	91	0	0	0
% Advanced	18	15	0	0	0
Number of students tested	39	33	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	97	89	0	0	0
% Advanced	18	15	0	0	0
Number of students tested	34	27	0	0	0
2. African American Students					
% Proficient plus % Advanced				0	0
% Advanced	0	0	0	0	0
Number of students tested			0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced		90	0	0	0
% Advanced		15	0	0	0
Number of students tested		10	0	0	0
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	90	0	0	0
% Advanced	14	15	0	0	0
Number of students tested	28	20	0	0	0

Notes:

Requirement to report 5th grade scores in reading/math began in 2007-2008, so not all data or information is recorded or able to be found.